



Challenging and extending students

Karen Yager - Knox Grammar School



Australian Curriculum Goals

■ Goal 1:

- Australian schooling promotes equity and excellence: promote personalised learning that aims to fulfill the diverse capabilities of each young Australian.

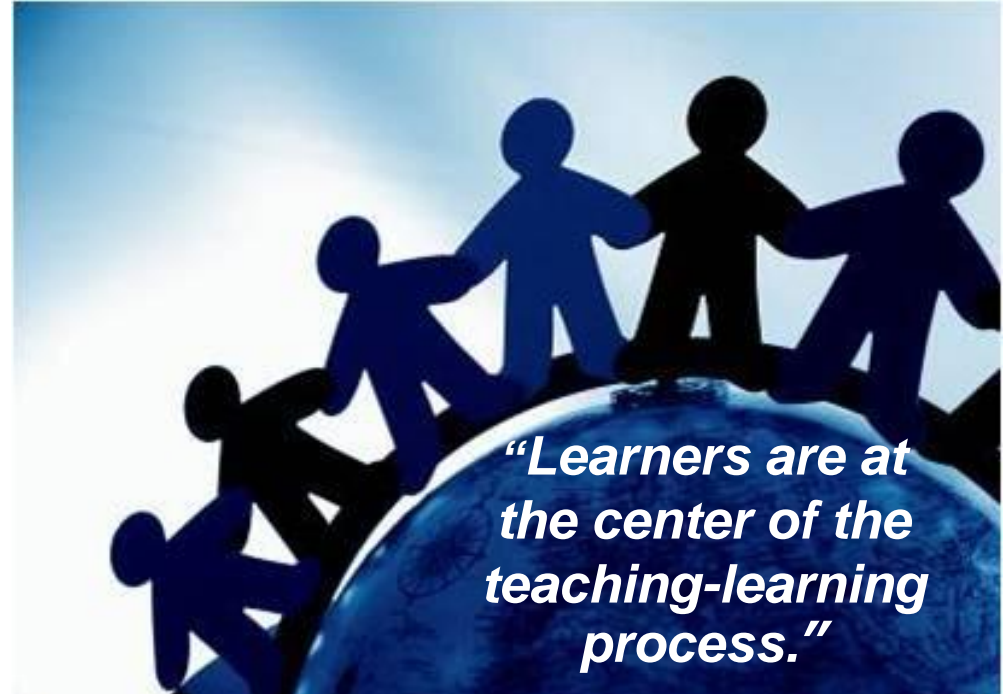
■ Goal 2:

- All young Australians become:
 - ❖ successful learners
 - ❖ confident and creative individuals
 - ❖ active and informed citizens



Global Skills

- Critical thinking
- Problem solving
- Innovation
- Collaboration
- Creativity
- Connectivism through technology



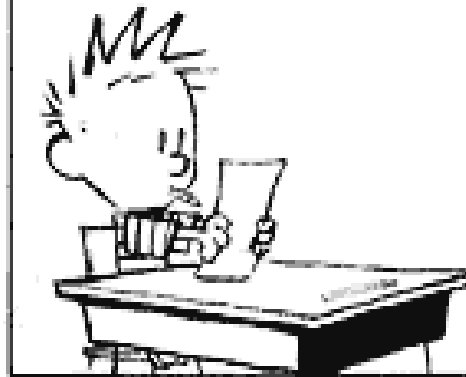
Life-long learning

UNESCO report identified three characteristics of lifelong learners:

- learning to *do*:
acquiring and applying skills, such as: problem solving and communication
- learning to *be*:
promoting creativity and personal fulfillment
- learning to *know*:
flexibility and critical thinking

Test:

1. When did the Pilgrims land at Plymouth Rock?



1620.



© 1984 Watterson Dist. by Universal Press Syndicate

AS YOU CAN SEE, I'VE MEMORIZED THIS UTTERLY USELESS FACT LONG ENOUGH TO PASS A TEST QUESTION. I NOW INTEND TO FORGET IT FOREVER. YOU'VE TAUGHT ME NOTHING EXCEPT HOW TO CYNICALLY MANIPULATE THE SYSTEM. CONGRATULATIONS.

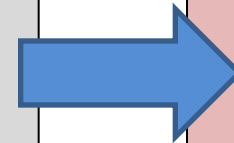


THEY SAY THE SATISFACTION OF TEACHING MAKES UP FOR THE LOUSY PAY.



The Evidence

- Coyle and Colvin (1999): The brain is phenomenally plastic, and that we construct ourselves through behaviour – *'It's not who you are, it's what you do and where you do it.'*
- Hattie (2003) & Dinham (2008): The significance of quality assessment married with timely and meaningful feedback for teaching and learning.
- Wiggins (2006): Correlation between authentic assessment and improved learning outcomes.



- ❖ Create an environment for creativity, higher-order thinking, problem – solving and risk-taking
- ❖ Integrate summative and formative assessment
- ❖ Provide quality feedback

ICT & Learning

"Teach both Legacy and Future. If we're smart, we'll give our kids their heads to use all their technology and passion to learn, as we steer them in positive directions and truly enjoy the ride" Marc Prensky, 2008.



Risk Taking

- Personalisation and differentiation
- Moving towards student directed and open ended
- Students to design own task
- Flip Learning
- A wide range of choices – even a free choice negotiated with the teacher



Culture of learning

- What do I my students need to learn?
- Why does it matter?
- What do they already know?
- How will they demonstrate learning?
- How will they get there?
- How well do I expect them to do it?

Extending Writing

- Beginning with observations, chunks of writing, little moments...a sentence a day!
- Jottings: Journal, notepad, iPhone or wiki/blog
- Writing from experience and passion
- Focussing on the sound , look and feel of the words...record writing and really listen!



Artistry

- **Structure:**

- Introductions: in the middle of the action
- Closing: writing backwards

- **Cohesion:**

- The ideas
- Setting
- Motif or extended metaphor

- **Voice:**

- Writing from experience
- Word choice

- **Subtlety:**

- Tension
- Ambivalence: What if scenarios and playing with juxtaposition

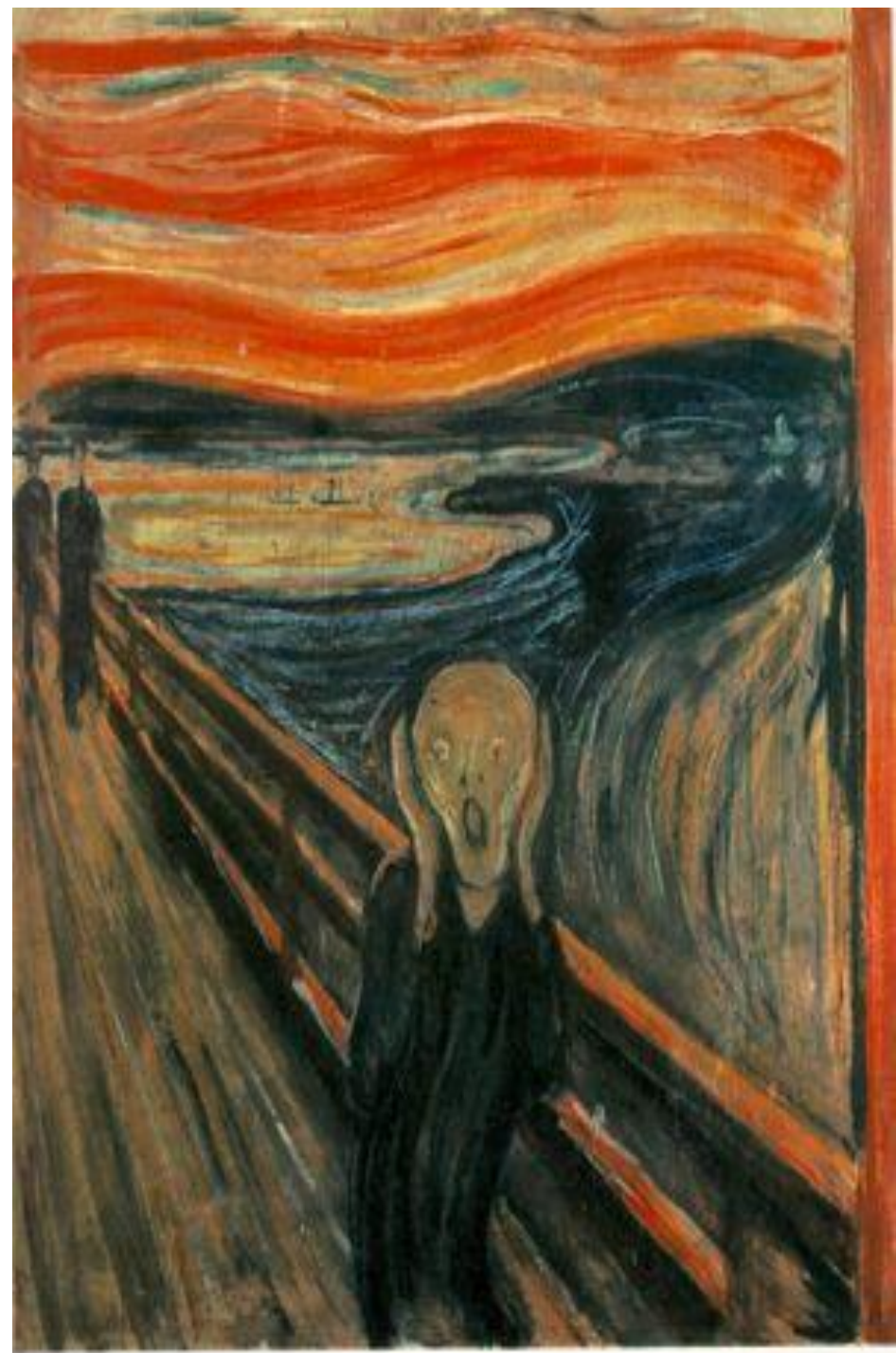


A lost song

I could hear her playing as I trudged down the road from the bus stop, that intricate melody dancing on the breeze. She spun a web of golden song around her as she caressed the strings gently with her bow. No one else could make the music sound quite like that, one minute a whispering laughing child, the next, a full-blooded passionate flamenco dancer. It was as though she was back, the mother that I used to have, the one from before...

Artistry

- **Syntax:**
 - Experimenting with varying length and beginnings
- **Lexical density:**
 - Focus on nouns and verbs
 - Puns
 - Irony
- **Imagery:**
 - Figurative devices
 - Model through Tim Winton, Michael Ondaatje, Shelley..
- **Sound:**
 - euphony, discordance, disruption



Colour the Writing

- **Synaesthesia:**

- Colour is attributed to sounds, odor to colours, sound to odours, etc
- Bruno Schulz's *Street of the Crocodiles*: 'Adela would plunge the rooms into semidarkness by drawing down the linen blinds. All colors immediately fell an octave lower the room filled with shadows, as if it had sunk to the bottom of the sea and the light was reflected in mirrors of green water.'

- **Metaphors:**

- Give students a list of common nouns and abstract nouns. Pair them together to create metaphors
- E.g. Scarf with anger, train with fear...

- **Dialogue:**

- A conversation without dialogue.
- A situation, such as an argument between two people acted out without words.
- Students capture the conversation without words and then add the words.





Artistry

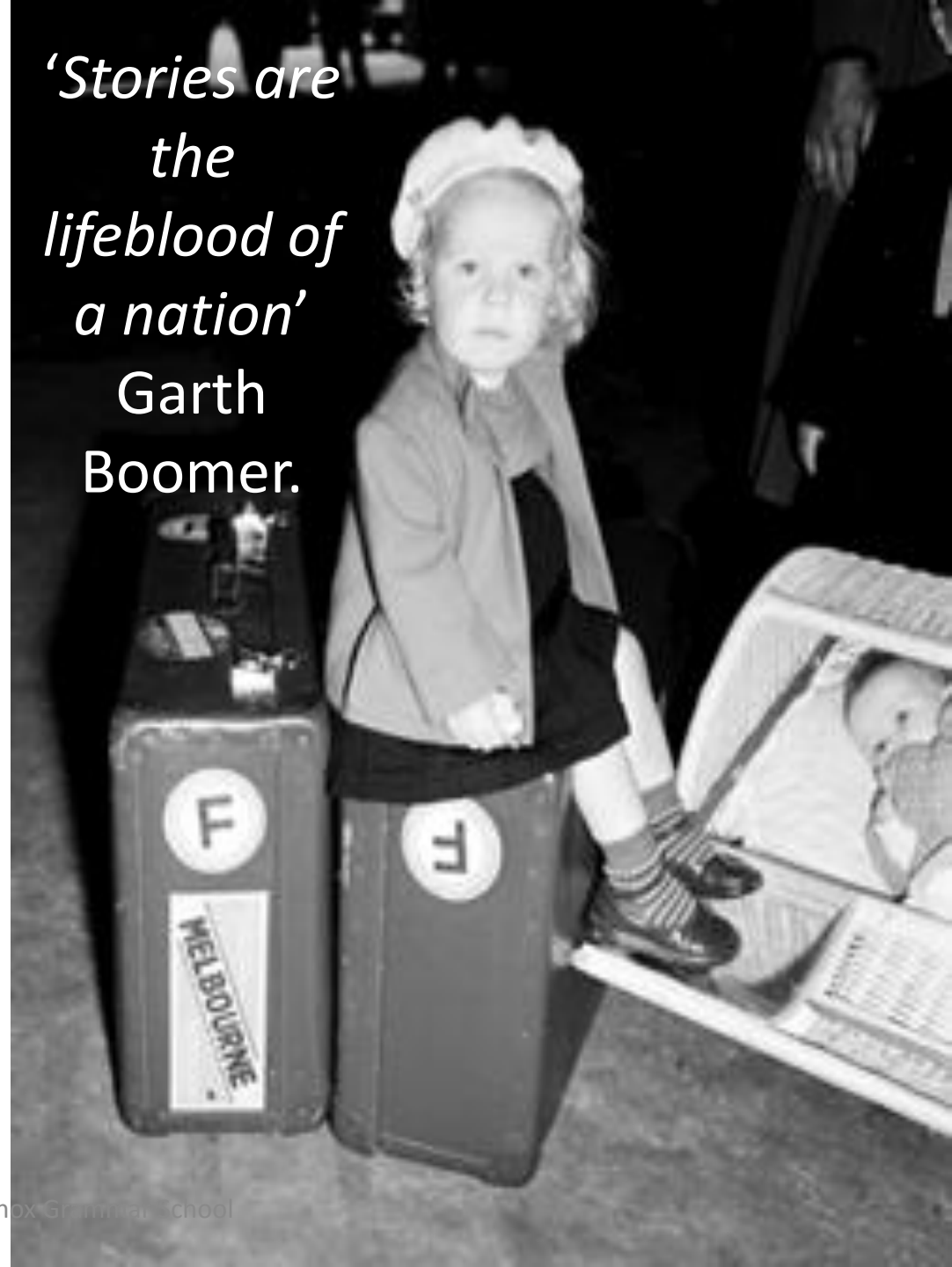
- **Characterisation:**
 - Idiosyncrasies
 - Talismans
 - Complexity
 - Perspectives and values
 - How they move and act in the setting
 - Dialogue and voice
 - Relationships
 - Actions and consequences
- Mirror image of the self

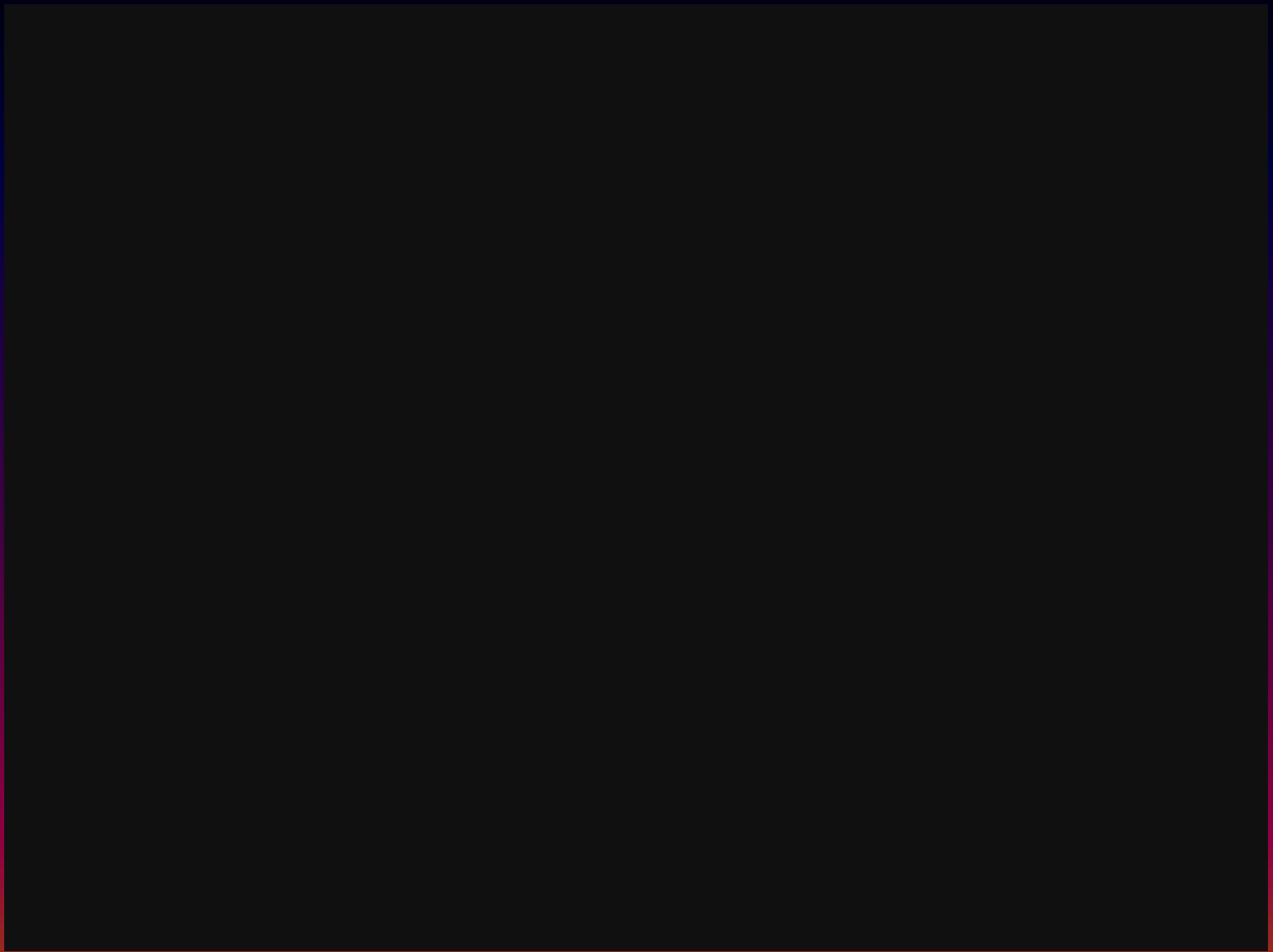


Digi - Texts

- Digital timeline
- Animoto:
<http://animoto.com/play/aITrnG1Tz50nd119O2Coow>
- Local hero
- Multiple endings
- Choose your own adventure
- Alternative perspectives
- Soundscape
- Digital poems

*'Stories are
the
lifeblood of
a nation'*
Garth
Boomer.





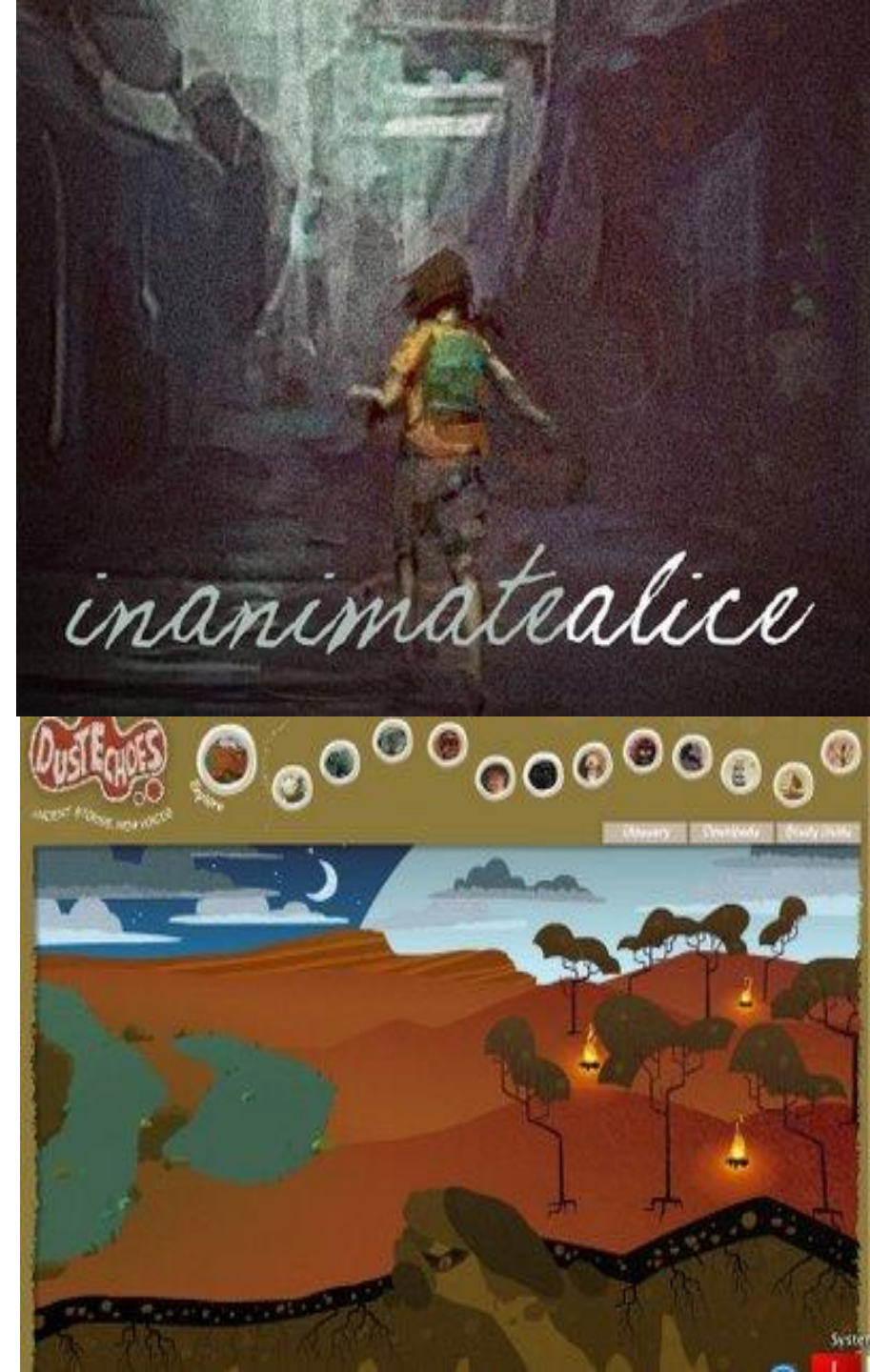
Images to Provoke Writing





Inspiration

- **Inanimate Alice:**
<http://www.inanimatealice.com/> - tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- http://www.asiaeducation.edu.au/for_teachers/curriculum_resources/curr_res-landing.html



Inspiration

- **Australian Screen or Film Australia:**
<http://aso.gov.au/titles/alpha/A/>
- <http://www.talesoflondon.org.uk/?PHPSESSID=ac9af1988b28086211bb5aff4a52a2ad>
- <http://myhero.com/go/home.asp>



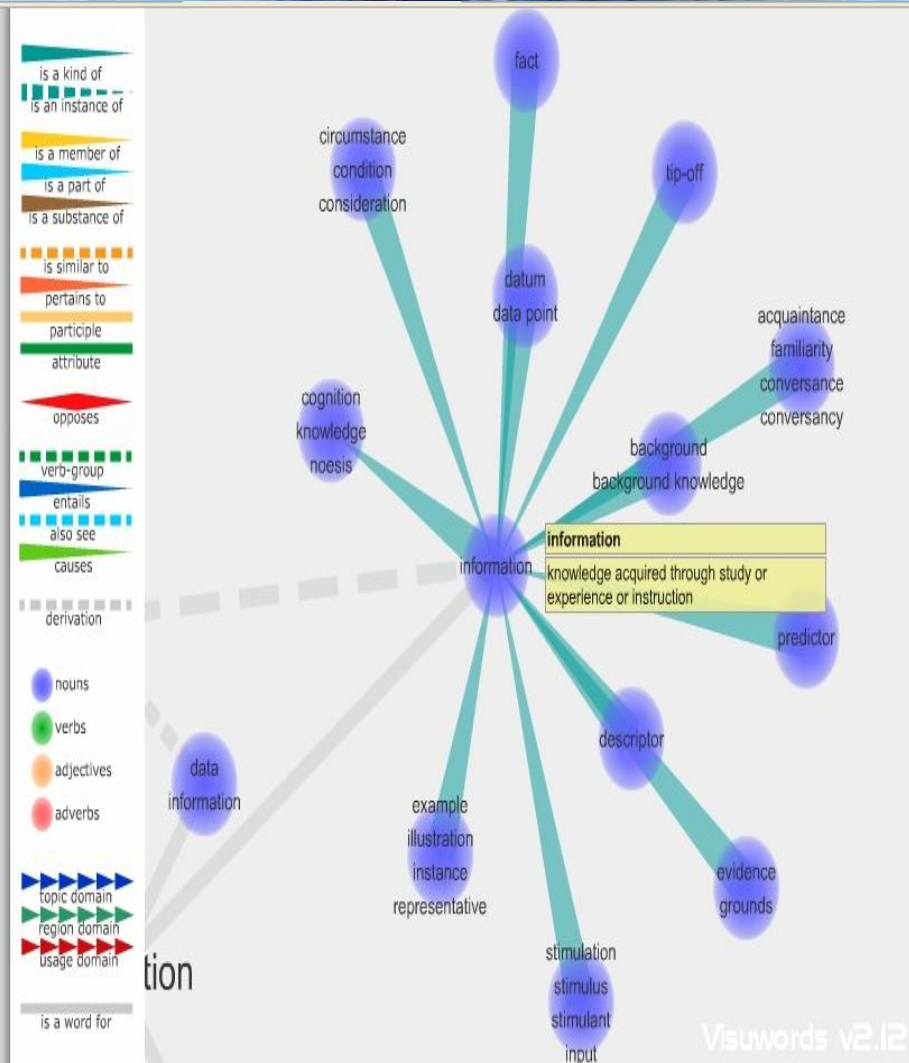
Creating

- **Creativity:** Creating a storyboard or film script - <http://celtx.com/>
- **Film:** Moviemaker, iMovie, Final Cut Pro
- **Comics:**
 - <http://goanimate.com/>
 - *Comic life:* <http://comic-life.en.softonic.com/>
 - Toondoo:
<http://www.toondoo.com/Home.toon>
 - http://superherosquad.marvel.com/create_your_own_comic



Language

- **Glossary:** for each task or unit of work
- **Grammar Skills:**
<http://www.bbc.co.uk/skills/wise/words/grammar/>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cybergrammar.co.uk/index.php>
- **Visuword:**
<http://www.visuwords.com/>
- a beautiful online thesaurus to find more effective synonyms.

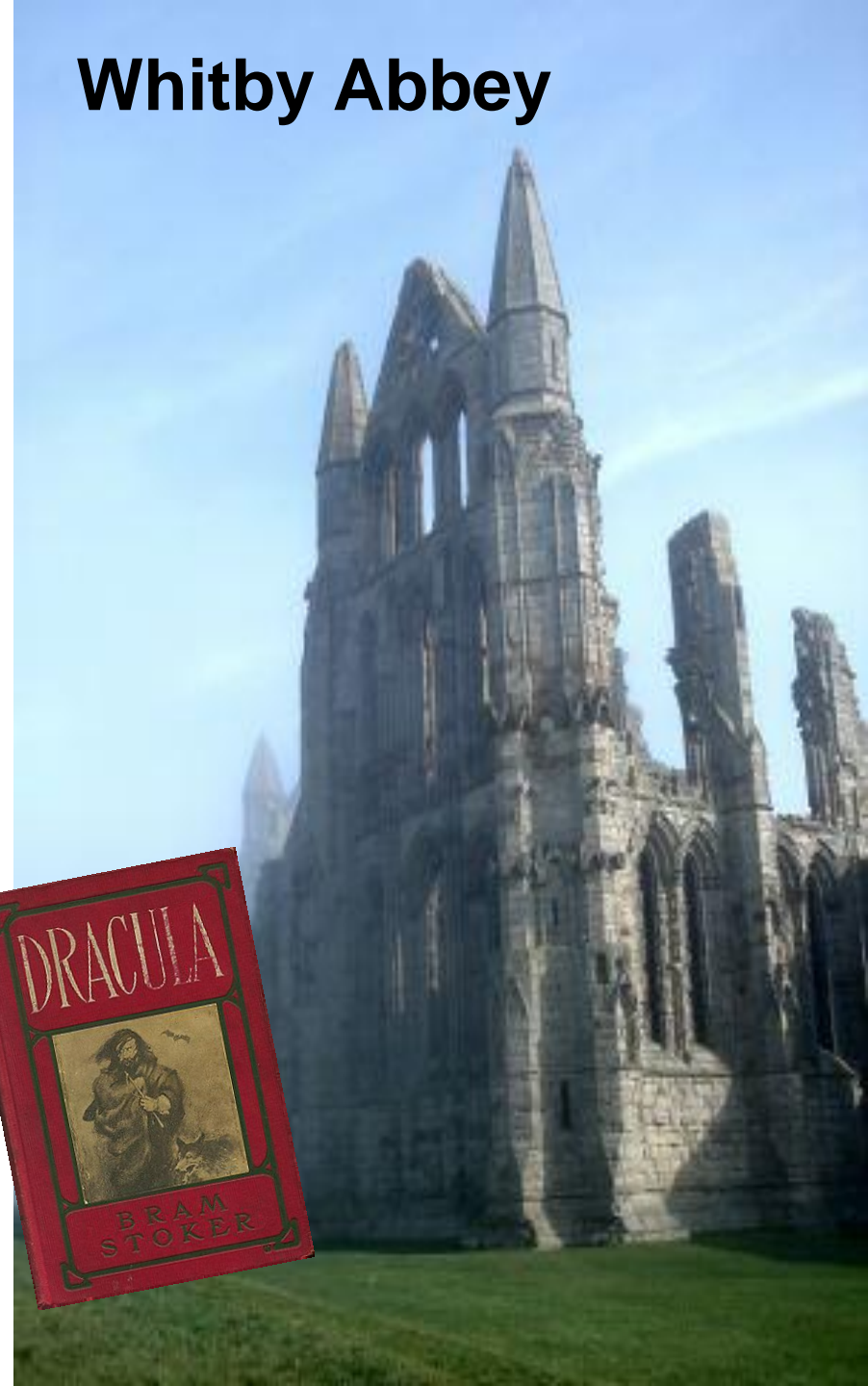
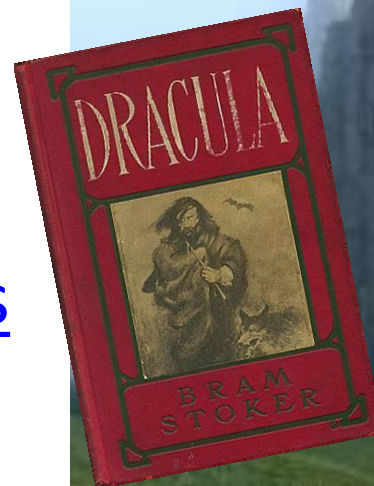


Google Lit Trip

- Explore a novel, play or poetry settings or take a road trip with an author!
- Add images, commentary and key quotes
- Create a unique Lit Trip for an original story, play or poem -

<http://www.googlelittrips.org/>

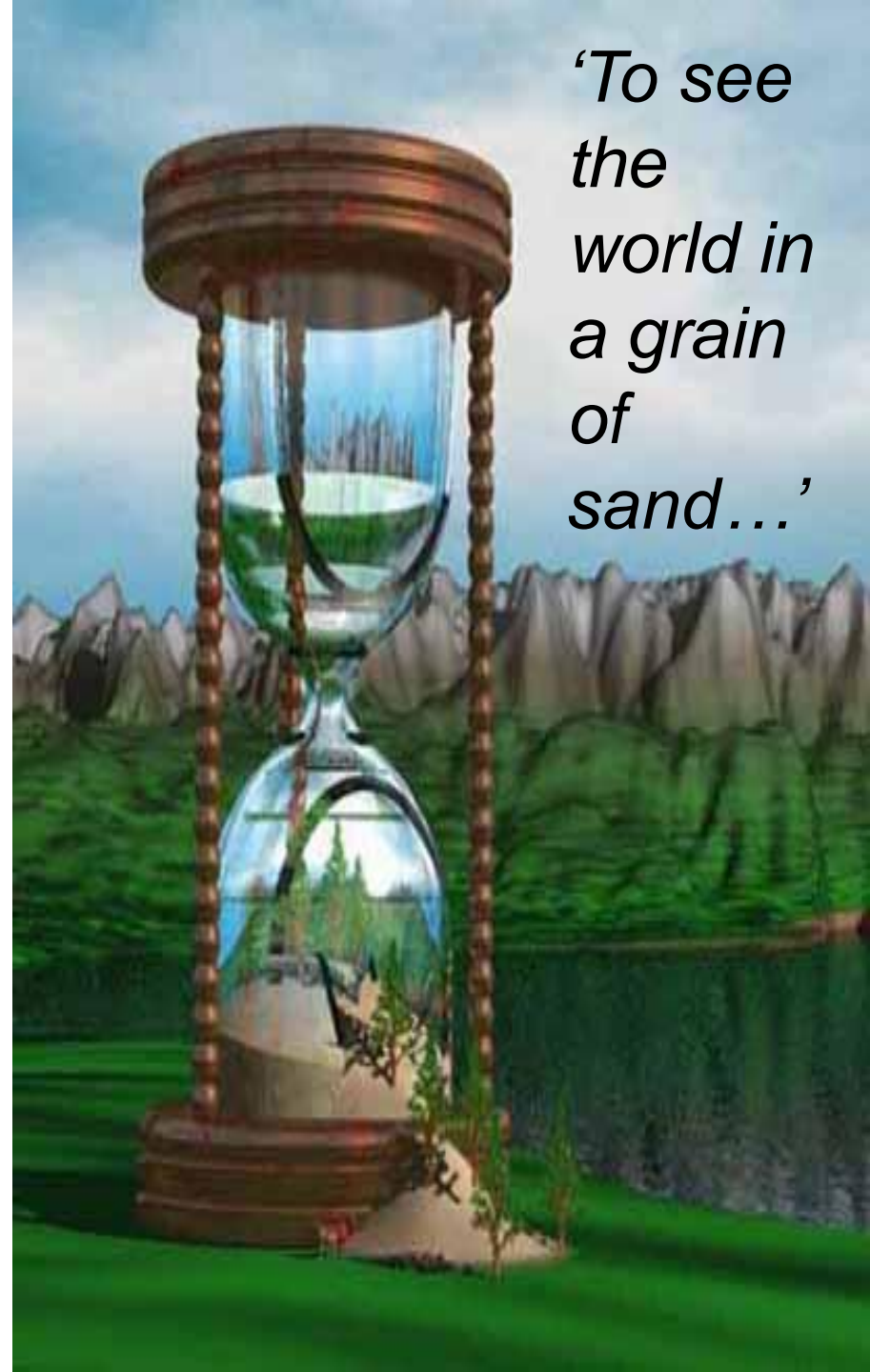
Whitby Abbey



Poetry

- Distillation of language focuses pupils on the craft of writing!
- Sound and rhythm of words demand attention
- Haiku
- Found poems

*‘To see
the
world in
a grain
of
sand...’*



Haiku Competition



*Death crawls on the shore
A million eyes freeze, time
stops*

A thousand white cranes

*Tsunami brings death
A mother cradles dead
child*

Rising sun brings light.

*Golden sun retreats
Superpower sent crashing
End of an era.*

*Among the fallen
Lay silent all their children
The rising sun sets.*

*Waves crash through my
home
Chaos and fear around me
Where is my brother?*

*Tsunami sweeps swift
Inland, shattered hearts
lose hope
Only to emerge*

Imagery Poetry

- **Recordings:**

- <http://www.abc.net.au/rn/poetica/features/pod/>

- <http://www.poetryarchive.org/poetryarchive/home.do>

- **Sonnet Central:**

- <http://www.sonnets.org/>

- **Instant poetry:**

- <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: Students can create poetry at this site.

- http://knowingpoe.thinkport.org/default_flash.asp

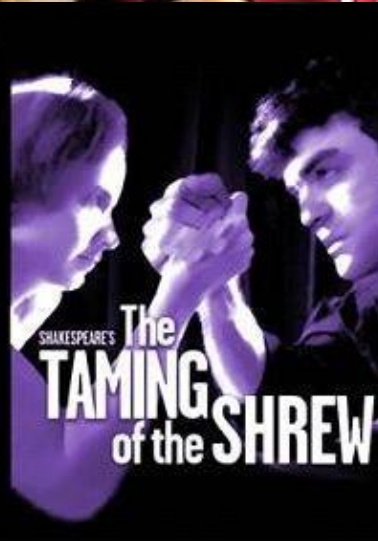
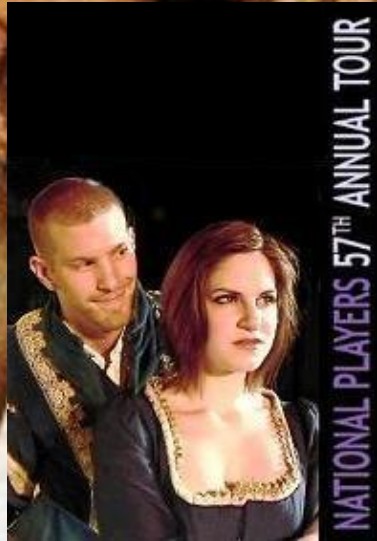


Speaking

- **Build your wild self** (primary): <http://www.buildyourwildself.com/> - create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki**: <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. The students can add setting, clothing and even record their character's voice.
- **Podcasts**: Short extracts from narrative to 'test' the authenticity of the voice



Ways to Teach Shakespeare



Extending

- Rhythm and artistry
- Rhetoric
- Ambiguity and the paradoxes of human life
- Universality
- Making connections: Duplicity, Villainy, Reputation....



Shakespeare

- Faction: Using 'facts' to create an imaginative text, such as Paris' story in *Romeo & Juliet*
- Shakespearean Sleuths
- Virtual Macbeth:
<http://virtualmacbeth.wikispaces.com/>
- [60second challenges](#)
- [Life in film](#)
- Character twitter texts
- Curio box for a character
- Blind date
- Museum Box:
<http://museumbox.e2bn.org/>



Sleuths

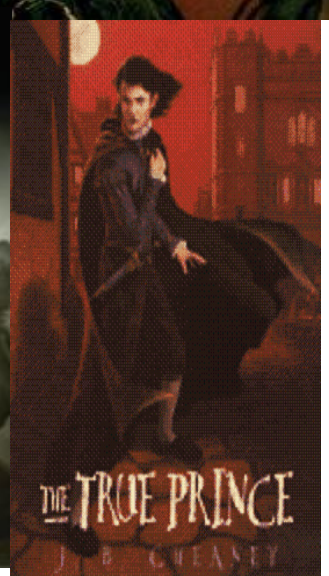
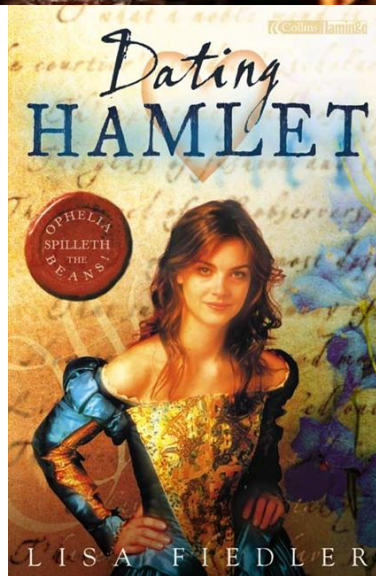
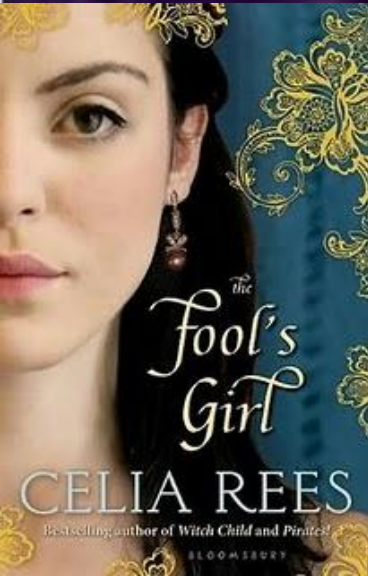
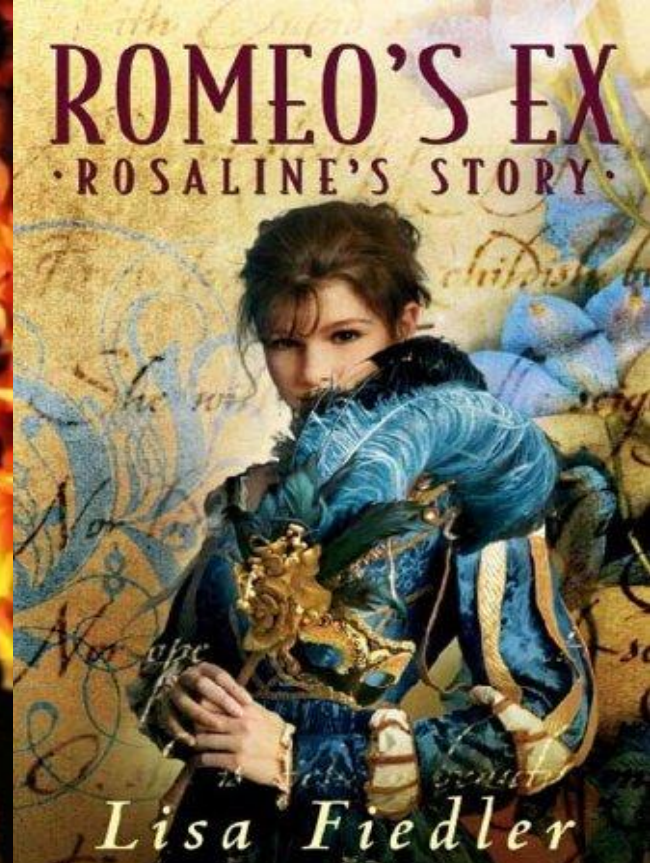
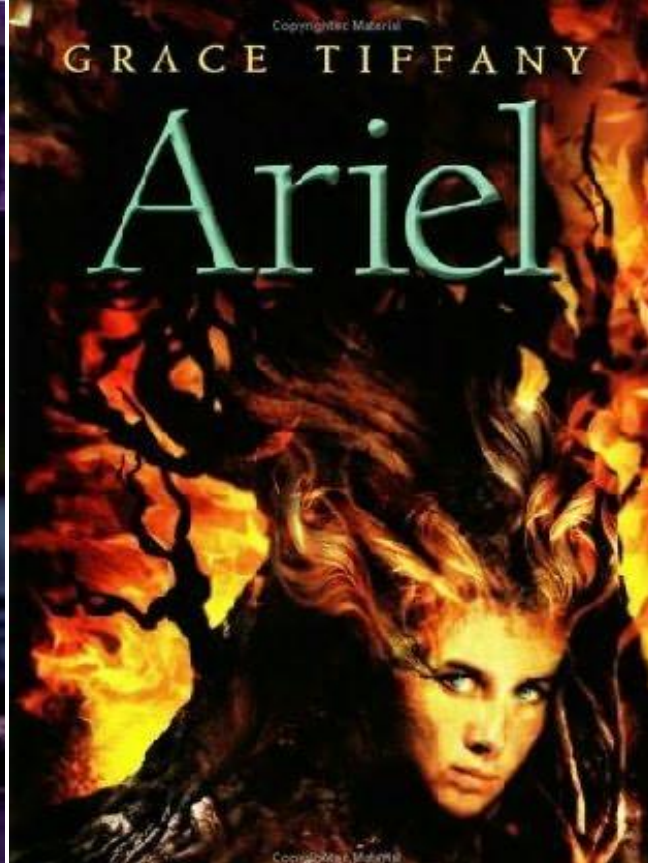
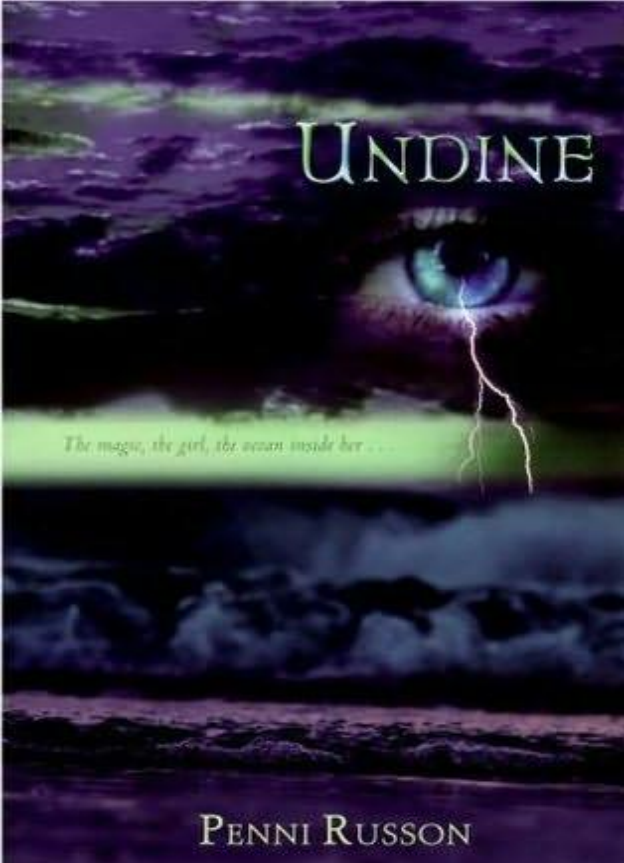
Clues:

- Young prince returns from university to find his father has died and his mother has married his uncle.
- Ghost appears before Hamlet.
- Hamlet is rude and offensive to girlfriend Ophelia.
- **Quotes:**
- “Something is rotten in the state of Denmark.”
- “The serpent that did sting thy father's life
Now wears his crown.”
- “Get thee to a nunnery: why wouldst thou be a breeder of sinners?”
- “Now cracks a noble heart.
Good night sweet prince...”



Using Images





Shakespeare

- <http://shakespeare.palomar.edu/educational.htm>
- <http://www.folger.edu/eduLesPlanArch.cfm>
- Readings of Shakespeare's Sonnets:
http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html
- <http://www.shakespeares-globe.org/>
- Virtual Tour of the Globe:
http://aspirations.english.cam.ac.uk/converse/enrich/globe_picker.html
- <http://virtualmacbeth.wikispaces.com/>:
<http://www.youtube.com/watch?v=8QNxe2gePEQ>
- <http://www.canadianshakespeares.ca/rifolio.cfm>



Integrated Assessment

- Assessing outcomes across subjects
- Open-ended
- Project-based learning
- Connected to real world situation
- Shared with an audience





Project-based Learning

- *Bog Child* – Siobhan Dowd
- Team leaders
- Self-directed
- Overarching question
- [Allocated tasks](#)
- Self-regulation
- Peer assessed



Learning Objects

- Students creating objects to teach others:
 - Quizzes in **Captivate** or **Presenter**
 - Cartoons in <http://goanimate.com/>
 - Summaries, research in **OneNote**
 - Graphic Organisers in **Freemind**
 - Presentations in **Prezi**:
<http://prezi.com/>
 - Podcasts in **Audacity** or **Soundbooth**
 - **Webquests**:
<http://www.schools.ash.org.au/paa2/>
 - Quizzes in **QUIA**:
<http://www.quia.com/web>



Self assessment

- **E-Portfolios:**

- Recreate the narrative of learning
- Power Point, One Note, Word, MovieMaker...

- **Prezis**

- **Graphic organisers:**

- Inspiration or Kidspiration -
<http://www.inspiration.com/>
- Webspiration:
<http://www.mywebspiration.com/>
- Freemind:
<http://freemind.sourceforge.net/wiki/index.php/Download>



Exciting Opportunities

- iPhones
- Flip learning
- Gaming: *Sim City, Second Life...*
- Facebook:
<http://www.angelfire.com/art2/antwerplettuce/hamlet.html>
- iPads:
<http://www.eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/> and
<http://www.technologybitsbytesnibbles.info/archives/4707>
- <http://unswict.wikispaces.com/>



*“Teachers should not drive
students in a tourist bus
through the **school
curriculum**, encouraging the
bland recital of tourist blurbs.
Students should be obliged to
**savour the rich texture of
life...**”* Garth Boomer.

Sites to Share

- **Wikispace:**

<http://connectivity2011.wikispaces.com/>

- **Wordpress:**

<http://karenygr.wordpress.com/2010/06/18/hsc-paper-2-presentations/>